



Grants for Peer Review and Mentoring

For the

2015-2016 Year

Information for Applicants

Grant Purpose and Information.....	page 2-3
Application Process.....	page 4-5
Rubric for Review of Applications	page 6-7

PEER REVIEW AND MENTORING GRANT 2015-2016

Purpose

Research studies continue to substantiate that a solid mentoring support system for educators new to the profession will lead to greater retention in the field. The U.S. Department of Education's Beginning Teacher Longitudinal Study found that first-year teachers who were not assigned a mentor were twice as likely as teachers with a mentor to leave the profession within their first five years (see <http://nces.ed.gov/pubs2015/2015337.pdf>).

The Peer Review and Mentoring Grant (PRMG) program, authorized through Wis. Stat. 115.405 and governed by Wisconsin Administrative Rule PI 38, provides financial assistance for Cooperative Educational Service Agencies (CESAs) and districts to provide peer review and mentoring support for Wisconsin Initial Educators. The 2015-2017 state budget provides \$1,606,700 in each year of the biennium to be awarded on a competitive basis to CESAs, consortia of districts, consortia of CESAs, and consortia of CESAs and districts.

Wisconsin Initial Educator Support System

To support initial educators, Wisconsin school districts per PI 34.17 (2) are required to provide ongoing orientation, support seminars and qualified mentors for all initial educators within their districts. In addition, districts per PI 34.17 (3) must designate a Wisconsin DPI trained administrator to be available to serve on the initial educator's Professional Development Plan (PDP) team. Further, institutions of higher education per PI 34.17 (3) must also designate representatives to be trained and to be available to serve on the initial educator's PDP team. This provides a connection from pre-serve to in-serve within the performance based system.

Definitions

In Wisconsin, an “**Initial Educator**” means an individual who has successfully completed for the first time an approved educator preparation program in the teacher, administrator, or pupil services professional category after August 31, 2004 as per PI 34.01(23).

To help ensure that initial educators in Wisconsin receive the support they need to become effective, professional educators, Wisconsin Administrative Rule PI 34.17(2) requires school districts to provide initial educators with support and a qualified mentor. The specific requirements are:

- a) The initial educator shall receive **ongoing orientation** from the employing school district which is collaboratively developed and delivered by school boards, administrators, teachers, support staff and parents.
- b) The initial educator shall be provided **support seminars** by the employing school district which reflect the Wisconsin Teacher, Administrator, or Pupil Services Standards (<http://tepd.dpi.wi.gov/resources/wisconsin-educator-standards>) and the mission and goals of the school district.
- c) The initial educator shall be provided with a **qualified mentor** by the employing school district. The mentoring period may be for less than 5 years.

“Mentor” means an educator who is trained to provide support and assistance to initial educators and who will have input into the confidential formative assessment of the initial educator and who is not to be considered as part of the formal employment evaluation process. PI 34.01(34) and PI 38.04

“Qualified” means the person holds an appropriate license as per PI 34.01(47).

Peer Review is the confidential formative assessment provided to initial educators. As per the definition of mentor, peer review can occur by the mentor. In the Wisconsin Educator Effectiveness model, some districts may be using effectiveness coaches for peer review. Additional information on peer review can be found within the guidance for effectiveness coaches available here: <http://ee.dpi.wi.gov/tools/tools-home>.

Wisconsin Equity Plan

In the Wisconsin Teacher Equitable Access Plan, which is required by the Elementary and Secondary Education Act, as amended (see <http://esea.dpi.wi.gov/sites/default/files/imce/esea/pdf/WisconsinEdEquityPlan.pdf>), Wisconsin has defined **“inexperienced teachers”** as those within their first three years of teaching. Wisconsin defines **“unqualified teachers”** as those teachers of record who have not completed an approved educator preparation program and are teaching on an emergency permit or teachers teaching out-of-field on an emergency license. That is, emergency credentialed teachers are considered unqualified within the plan. The plan addresses state strategies to eliminate the inequitable distribution of inexperienced or unqualified teachers working in schools with high enrollments of students of color and/or poverty. In Wisconsin, nine school districts have been identified as having the greatest need to reduce inequitable distribution of inexperienced initial educators or unqualified educators (Beloit, Green Bay, Janesville, Kenosha, Madison, Milwaukee, Racine, Waukesha, and West Allis-West Milwaukee).

Priority Area

The DPI is using the PRMG program as one strategy in the Wisconsin Teacher Equitable Access Plan for ensuring that schools with an inequitable distribution of inexperienced or unqualified teachers have access to funds to provide additional support through peer review and mentoring to these educators. Priority will be given to proposals that include the nine targeted districts.

Available Award Amounts

Each consortium/applicant is eligible for a grant not to exceed \$25,000. These grants are for one year only and funds must be encumbered by June 30, 2016. No carryover funds are allowed. Activities within the proposal may have occurred beginning July 1, 2015.

Matching Funds:

As a condition of receiving a grant, a cooperative educational service agency or a consortium shall provide matching funds in an amount equal to at least 20% of the amount of the grant awarded. The matching funds may be in the form of money or in-kind services or both. The 20% match may come from local funds or federal funds, such as Title II A.

Application Process

A. Grant Period

Grant applications are due in our office by December 22, 2015. Grant funds may begin to be expended beginning July 1, 2015; however, all expenditures are contingent upon the approval of the grant application. The grant period ends June 30, 2016. Application materials are available on the DPI website: <http://tepd1.dpi.wi.gov/PRMG>.

B. Fundable Activities

Funds must be used to support induction, mentoring, and peer review activities for initial educators (i.e., teachers, administrators, and pupil services professionals); for professional educators to work with initial educators; and for the purpose of expanding current practices for peer review and mentoring, encouraging experimental or pilot programs, and improving the inequitable distribution of inexperienced or unqualified educators. Priority will be given to proposals that include the following:

- Provide peer review and mentoring support to inexperienced (first three years of teaching) initial educators in one or more of the nine districts identified in Wisconsin's Teacher Equitable Access Plan (Beloit, Green Bay, Janesville, Kenosha, Madison, Milwaukee, Racine, Waukesha, and West Allis-West Milwaukee);
- Provide mentoring support to unqualified (emergency license/permit holders) who are serving as teachers of record and working toward full licensure;
- Support, training, and professional development for mentors for initial educators to learn and complete the Professional Development Plan (PDP) process;
- Support for school districts and mentors to assist initial educators in completing the Professional Development Plan process;
- Provide support seminars based on district needs in the form of regional professional learning communities;
- Provide training to mentors to provide support and assistance to initial educators through confidential formative assessment;
- Provide training for administrators at the professional educator level to serve as mentors for initial educator administrators;
- Provide training for pupil service professionals at the professional educator level to serve as mentors for initial educator pupil service professionals;
- Utilizing the results of Educator Effectiveness Plans (EEP) to inform the development of Professional Development Plans (PDP);
- An identified peer review and mentoring need that is demonstrated through student and/or staff data.

C. Application Timeline

December 22, 2015: Applications are due

January 2016: Notification of grant award

April 30, 2016: Final day for budget modifications

June 30, 2016: Grant end date

August 5, 2016: End-of-Year Report due

September 30, 2016: Final claim due

Financial Requirements

Grant recipients shall adhere to the guidelines set by the Wisconsin Uniform Financial Account Requirements (WUFAR). Information about WUFAR is available on the DPI's website at http://sfs.dpi.wi.gov/sfs_wufar. The DPI encourages applicants to contact their business manager for assistance with the budget portion of the application. Grant recipients must also follow the guidelines set forth in the Financial Management Handbook for Federal and State Grant Programs, which is available at http://sms.dpi.wi.gov/sites/default/files/imce/sms/doc/fhndbook_2013.doc.

Payment of Grant Funds

Grant funds must be encumbered by June 30, 2016. A final program fiscal report is due no later than September 30, 2016. Grant recipients must spend funds during the grant year. The option to carry over funds to the next fiscal year is not allowed.

Budget Modifications

If a grant recipient determines that a modification to the original approved budget is necessary, the grant recipient shall request review and approval from the DPI. The grant recipient shall not expend funds until the DPI approves the transfer of funds from one budget category to another.

To request a budget modification, grant recipients shall submit the revised budget detail and budget summary along with a brief narrative explaining the reasoning for the modification to Mary Benzine, Education Specialist, at (608) 266-0954 or mary.benzine@dpi.wi.gov. The DPI will notify grant recipients of the approval or denial in writing.

Report Requirement

There will be an end of year report. The DPI will provide grantees the report information at a later date and post the requirements to the webpage at: <http://tepd.dpi.wi.gov/PRMG>.

Review Process

DPI staff and outside reviewers will rate each of the grant applications using the following rubric. Following the review, the DPI will communicate the results to the grant contact person or the grant coordinator identified in the application. If there are issues or concerns for grants that are awarded, these will need to be addressed by applicants before the DPI awards the grant.

2015-16 Peer Review and Mentoring Grant Evaluation Rubric

Following is the rubric that will be used to evaluate grant proposals. The rubric is included here to serve as a proposal development guide for applicants. Scoring will be rated as strong (S), average (A) or weak (W). Each proposal will be read and rated by a team consisting of DPI staff and external stakeholders.

Grant Requirements	Strong (S)	Average (A)	Weak (W)	Finding
PROGRAM DESCRIPTION: Describe the identified need for the plan and how the plan will enable educators to address student performance gaps. Describe the ongoing job-embedded professional development directed at improving student learning. Cite relevant local data/information to justify the program funding.	Clear and succinct description of need	General description of need.	Need unclear or beyond the scope of the grant.	
	Comprehensive data analysis and other relevant information support the identified need	Some relevant local data/information cited.	Weak data/background information.	
	Program description includes a clear plan for supporting the PDP process	There is mention of PDP support	Support for the PDP process is not included in the plan	
	Program description includes a clear plan for job-embedded professional development to support student learning.	Job-embedded professional development is mentioned, but implementation is unclear.	Job-embedded professional development is not included in the plan.	
GOAL(S)/ OBJECTIVES: Do the program goals and objectives directly relate to educators' professional growth?	Goals stated clearly and make direct connection to professional growth	Goals describe in general terms how professional growth will occur, based on some data.	Goals provide a very limited connection to professional growth.	
ACTIVITIES: List the objectives and activities that will be used to meet the stated goals.	Objectives listed include a well-developed timeline and have activities that are strategically connected to overall program goals.	Objectives are listed but are not part of a well-developed timeline, nor are they strategically connected to the overall program goals.	Objectives and activities are not listed for each stated goal. Those listed make vague connection to stated goal.	

EVALUATION: State the methods used to evaluate the plan in terms of educator professional growth.	Evaluation of the plan is specific, based on data, and is directly related to educator professional growth	General evaluation strategies are used to determine professional growth	Evaluation strategies do not link directly to examine professional growth	
COLLABORATION: Describe how the collaboration within the consortium supports the plan.	Clear and specific description of how, when and what collaboration within the consortium will enhance the plan.	General description of how collaboration within the consortium will enhance the plan.	Lack of information as to how collaboration within the consortium will support the plan.	
PROGRAM SUSTAINABILITY: Describe the plan for continuing the program beyond the grant period.	The proposal describes a clear plan to continue the program beyond the one-year grant period. Resources to continue the program are addressed.	The proposal describes in general terms how the program will continue beyond the one-year grant period.	No description or a vague description is provided for continuing the plan beyond the one-year grant period.	
INCLUSION OF IDENTIFIED DISTRICTS: Does the plan include any of the nine districts identified in Wisconsin's Teacher Equitable Access Plan?	The proposal includes at least one of the identified districts		The proposal does not include any of the identified districts.	
TEACHER INVOLVEMENT: To what extent are teachers involved in the program development and activities?	Teachers were involved in developing the program.	The needs of teachers and initial educators were taken into consideration during program development.	Teachers were minimally involved in the program development.	
	Teachers are heavily involved in program activities.	Teachers are somewhat involved in program activities.	Teachers are minimally involved in program activities.	